

Adopted by Virginia Board of Education: June 22, 2005
Addendum to NCLB Amendment Request

**12. AYP: Revise the annual proficiency targets (annual measurable objectives) for reading and mathematics
Critical Elements 3.1, 3.2(b)**

Request: Virginia will revise the annual proficiency targets (annual measurable objectives) for reading and mathematics to reflect an annual increase. The targets currently increase from 61 percent in reading and 59 percent in mathematics in 2003-2004 to 70 percent in reading and mathematics in 2004-2005. Beginning in 2004-2005, the revised proficiency target for reading will be 65 percent and the revised proficiency target for mathematics will be 63 percent. As the results of newly developed and administered tests are used in determining Adequate Yearly Progress and accountability decisions for the state, divisions, and schools, the board will annually review and adjust, if necessary, its proficiency targets in reading and mathematics based on data analysis.

Revised NCLB AYP Targets (Annual Measurable Objectives)

Year	Reading			Mathematics		
	%Prof Current	%Prof Revised	Increase	%Prof Current	%Prof Revised	Increase
2001-02	60.7	60.7	Base	58.4	58.4	Base
2002-03	61	61	0	59	59	0
2003-04	61	61	0	59	59	0
2004-05	70	65	4	70	63	4
2005-06	70	69	4	70	67	4
2006-07	70	73	4	70	71	4
2007-08	80	77	4	80	75	4
2008-09	80	81	4	80	79	4
2009-10	80	85	4	80	83	4
2010-11	90	89	4	90	87	4
2011-12	90	93	4	90	91	4
2012-13	90	97	4	90	95	4
2013-14	100	100	3	100	100	5

Rationale: Since the U.S. Department of Education has deferred a decision on Virginia's request to establish separate proficiency targets (annual measurable objectives) for each subgroup, the Board of Education is requesting a revision in its proficiency targets for calculating Adequate Yearly Progress ratings in reading and mathematics beginning in 2005-2006 based on 2004-2005 assessments. The revised proficiency target increases set expectations for growth in student achievement that are continuous and substantial and represent equal increments of leading up to 100 percent proficiency no later than 2013-2014, as required by federal statute.

The reading and mathematics achievement of all students in the aggregate has risen dramatically since the inception of the Virginia Standards of Learning testing program in 1998. In addition, changes in federal policy regarding participation of limited English proficient students and students with disabilities are expected to increase the proportion of traditionally low-scoring students who will be participating in the assessment program. Finally, additional tests will be implemented in 2005-2006 that will increase the participation of students in the assessment program at the same time the tests are being administered for the first time. These factors can be expected to have a short-run depressing effect on achievement scores over the next several years. Revising the proficiency targets to show incremental growth annually should result in a more valid representation of progress from the baseline year.